Gifted and Talented Module 2 Homework

Items for Peer Nomination:

Recalls facts easily

Masters basic skills quickly

Perseveres with tasks

Demonstrates leadership qualities

Sets high personal goals

Shows great interest in global issues and the future.

Items for Self Nomination:

What do you like to do best when you have free time at school?

What do you like to do at home?

What would you like to learn more about?

If you could share a special skill with us, what would it be?

How fast do you learn new material compared with other students?

How often do you read books about subjects not taught in school? Explain your interests.

Gagne reflection sheet:

What does Gagne mean by chance elements?

Chance was viewed as a qualifier of environmental factors, where it represented the degree of control that talentees had over environmental influences. Its role has evolved to include the problem of control of other DMGT components. Chance also has a significant role in the determination of genetic endowment in the first place.

Give examples of possible chance factors under the following headings:

Development process: crucial turning points in the long term development could be: Whether the talentee is spotted by a coach, receives a scholarship, experiences positive or negative personal events (falling in love/death of a loved one).

Intrapersonal catalysts-physical: suffering a physical handicap, or being seriously unattractive…

Intrapersonal catalysts-psychological: ie one of the mental traits-resilience or temperament.

Environmental catalysts-macroscopic: this is milieu (EM), being the physical, cultural, social and familial factors affecting the talentee’s development.

Enviromental catalysts-microscopic: parents, family, peers, teachers and mentors are examples of individuals in the talentees life who can exert a positive influence.

Which factors do you have some influence over?

I have some influence as a teacher/mentor, especially in the identification of talentees in my classes/year level that I am responsible for.

What implications does this have for schools, classrooms and educators?

I think the most important implication is the responsibility of schools to train/educate their teaching staff in the identification of talentees, and through their trained staff to provide appropriate programs for their effective development, and also to raise awareness within the school community that they also have a role in contributing to what a school’s definition of what giftedness is, and in helping in the identification of those talentees.